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This annotated bibliography of programed language instruction materials lists forty-eight programs by language; including French (17), Spanish (15), German (6), Russian (3), Latin (3), and other languages (4). Information is provided on title, publisher, or supplier, author, price, student level, course objectives, mode of student response, special devices needed, format, completion time, number of frames, and an index of approximate information unit size. A list of publishers and distributors of programed materials is supplied. (AF)

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Number 7

Foreign Language Programmed Materials: 1969

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FOREIGN LANGUAGE PROGRAMMED MATERIALS: 1969

Programmed learning has become a new pedagogic reality in the foreign language field, as it has in other subject matters.[1] To skeptics and cynics, programmed instruction is a fad which will blow over like "sleep learning" or, worse, if students actually learn anything by means of it, it will dehumanize the school, the student, and the educational process. To true believers, programmed instruction is the democratic analog of the personal tutor in a mass society. To this group it is a technological panacea in education because it is based on the logical and psychological crux of the teaching situation, viz., the nature of learning itself. A more up-to-date, less doctrinaire position focuses on the individualization of training for maximum accommodation to individual student characteristics as well as special subject matter characteristics. Under this view, no single teaching strategy can be said to be best for everyone, in all subjects, at all stages. Programmed learning may be indicated for student A in subject M at stage X but not for student B, or not even for student A in subject M at stage Y. It seems important, however, for the language teaching community to realize that of the subject matters to which programmed learning may be applied profitably, none, with the possible exception of mathematics, lends itself so well to this new instructional format as foreign languages, especially in the elementary stages of learning. Language teachers and students should, therefore, know a little about what programmed instruction is, and what it currently has to offer in the foreign language field.

Briefly, the essence of this new educational technology is that: (1) course objectives are specified in advance, in detail, and in behavioral terms; (2) the material is presented as a graduated sequence of small items (called frames) leading to the desired course objectives; (3) the individual student actively responds at his own pace to each frame (with low probability of error); and (4) the student then receives immediate confirmation after each response (principally by finding out whether his response was correct). Detailed descriptions of the application of the principles of programmed instruction to foreign languages exist,[2] an additional one here would be superfluous. Instead, this article's main intent is to list and describe available programmed materials.

Some Comments on the List of Materials

1) The list contains only materials currently available commercially to the educational community and to the general public. It does not include experimental programs, or programs still in development. Further, for our purposes, programmed instruction materials do not include "self-instructional" phonograph records, tapes, and books designed to be used by the student alone, without a teacher.

2) The sources of information for the listed programs were various published guides[3] and personal communications with authors and/or publishers. The information is accurate as of early 1969, to the best of the author's knowledge. However, programmed learning is a rapidly growing field so that the picture does not remain static very long. Furthermore, the items included are not necessarily self-instructional in every respect nor have they been examined, analyzed, or approved on any technical grounds.

3) The "price category" given in Line a has been given in terms of range of prices because sales prices are subject to change.

4) The "course objectives" given in Line b can only be briefly characterized in this list. They make no claim to specify course goals in detail and in behavioral terms in accord with the first principle of programmed learning stated above.

5) The "completion time" given in Line c is the time it took students to work through a particular course upon tryout. The accuracy of these average figures or ranges probably varies from program to program. One factor that will affect completion time for any particular program is, of course, the nature of the student group on which the program is tried out. Generally, the times shown apply to the student level indicated in Line b. Where only one time figure is indicated, this should be taken as an average.

6) The "number of frames or responses" in Line c must be interpreted with care, since the definition of "frame" will vary from one program to another. Generally, a frame is a small unit of information requiring a single response from the student. But then again, even within a single program the required responses may vary in complexity from a single phoneme discrimination to the utterance of a whole sentence.

7) We propose a new index labeled "atomy" in Line c. Atomy (number of frames per hour) reflects the way in which the course content is broken down in a particular program. Atomy may be taken into account in comparing two programs when other things are equal (especially course objectives and target student population). It is likely, for example, that an adult who wants to review a language he has previously studied would be more interested in a program in which the atomy index is low, indicating larger information unit size. On the other hand, a young beginner might best be exposed to a program with a high atomy, since this would probably indicate gradual and detailed structuring to build new verbal habits, and low error probability to minimize motivational problems. Atomy is not a direct measure of cognitive step size or program difficulty; it is merely a quantitative index of the degree to which a program fractionates its contents.

8) The 48 programs in the list are arranged by language. French is listed first (17 programs); Spanish (15); German (6); Russian (3); Latin (3); and Other Languages (4).

The foreign language teacher or school administrator who takes a sampling from this list will perhaps discover that programmed instruction is more than a mechanistic fad and less than a panacea, and that it has an important role to play in the individualization of training.

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List of Currently Available Programmed FL Materials

Explanation: Information about each programmed course is presented in three lines:

Line a gives the title, the publisher or supplier code (see p. 7), the author, and, in parentheses, the price category.

Price category	Range (in dollars)
1	1-14
2	15-34
3	35-99
4	100-200
5	over 200

(all prices are exclusive of any devices needed)

A question mark means that no answer was available.

Line b gives the student level, followed in parentheses by the course objectives; next, the mode of student response and any special devices needed.

Line c gives the format, followed in parentheses by the price category of format components; next, the completion time in hours, followed in parentheses by the number of frames or responses, and the "atomy" (see text, P. 2).

French

a. French for Reading Knowledge, ACC, Sandberg (1)
b. College (rapid acquisition of reading skills, introductory); written (none)
c. 2 texts (1); ? (?, ?)

a. Speak and Read Essential French, TAP, Pimsleur (5)
b. High school or adult (conversational with some reading, introductory); oral (tape recorder)
c. Tapes, 15 hours, and reading booklet (5); 15 (2,250, 150.0)

a. Programmed Course in French Phonetics, BRL, Burroughs (3)
b. College, with prerequisite 2 years high school or 1 year college (pronunciation review and remedial); oral and written (tape recorder with foot pedal)
c. Text in Temac Binder (1) and tapes, 6 hours (3); 14-16 (1,000, 62.5)

a. Programmed French Reading and Writing, BRL, Burroughs (2)
b. High school or college (syntax, spelling, and vocabulary, introductory); written (cardboard mask)
c. Three texts–Geography, Urban Way of Life, History and Literature (2); 88 (?, ?)

a. Active French Dialogues, AVP, Marty (4)
b. High school or college (introductory); oral (tape recorder)
c. Text (1) and tapes, 6 hours (3); 150 (4,000, 53.3)

a. Active French: Foundation Course, Book I, AVP, Marty (3)
b. High school or college (introductory); oral and written (tape recorder)
c. Text (1) and tapes, 14 hours (3); 120 (10,000, 83.3)

a. Active French: Foundation Course, Book II, AVP, Marty (3)
b. High school or college (continuation of Book I); oral and written (tape recorder)
c. Text (1) and tapes, 11 hours (3); 120 (10,000, 83.3)

a. Basic French: A Programmed Course, ACC, Mueller and Niedzielski (5)
b. College (2-semester introductory course in phonology, vocabulary, syntax, conversation); oral and written (tape recorder with pause button and digit counter)
c. 115 full track tapes (5); ? (?, ?)

a. Parlons Français Series, B&H, Hornby, Slack, Tillet (5)
b. High school or adult (Introductory, 2 semesters); oral (Language Master)
c. 2 sets of cards (5); ? (?, ?)

a. Modern French Programmed Text and Tape, BRL, Burroughs (5)
b. Junior and senior high school and college; oral and written (tape recorder)
c. 5 texts and 19 tapes (5); 207 (?, ?)

a. You Can Speak French, LLI, ?
b. High school and adults (basic conversation); oral (Mini-Lab tape recorder)
c. 4 audio-visual flipbooks and 4 tapes (4); 100 (?, ?)

a. Programmed Reading French Series, PHI, Ebacher (2)
b. Second-year high school and college (interlinear translation vocabulary); written (plastic grid)
c. Five volumes (2); 8-20 (?, ?)

a. French Program: Series I, PCI, ? (2)
b. Elementary or secondary; oral and written (Teach All Machine)
c. 1 set of cards (2); ? (about 100, ?)

a. French 4009, DPA, ? (1)
b. Junior high school (grammar); written and some oral (none)
c. 1 unit of slide cards (1); ? (180, ?)

a. French 4010, DPA, ? (1)
b. High school (grammar); written and some oral (none)
c. 1 unit of slide cards (1); ? (180, ?)

a. Middle School French: Parts 1 and 2, FPI, Collett (1)
b. High school (review of grammar); written (?)
c. 2 texts (1); ? (?, ?)

a. From Sound to Letter: Programmed Self-Instruction in French Pronunciation and Writing, CPE, Regan and Estarellas (3)
b. High school (spoken language plus some reading and writing, introductory); oral and written (tape recorder)
c. Texts (1) and tapes; 14 (?, ?)

Spanish

a. From Sound to Letter: Programmed Self-Instruction in Spanish Pronunciation and Writing, CSB, Estarellas (2)
b. High school (spoken language plus some reading and writing, introductory); oral and written (tape recorder)
c. Texts (1) and 18 tapes (2); 6 (?, ?)

a. Spanish Syntactic Structures: A Programmed Self-Instruction Audio-Visual Course, CPE, Estarellas and Regan (3)
b. High school (continuation of From Sound to Letter, emphasis on grammar and syntax); written and oral (video tape recorder)
c. 10 audio-visual tapes (3) and 2 books (1); 30 (?, ?)

a. Una Aventura Española Series, B&H, del Prado and Galran (5)
b. High school (introductory, 2 semesters); oral (Language Master)
c. 2 sets of cards (5); ? (?, ?)

a. Basic Spanish, TMI, Evans and Valdes (3)
b. Elementary school (introductory, basic grammar and some pronunciation); written and oral (33 1/3 phonograph and Min/Max II Teaching Machine)
c. Text and 2 phonograph records (3); 30 (3,480, 116.0)

a. Introductory Spanish, BRL, Sullivan (3)
b. High school or college (introductory, all skills equally emphasized, Latin American dialect); written and oral (tape recorder with pause tape button or foot pedal)
c. Text (1) and tapes, 15 hours (3); 19-67 (3,276, 76.2)

a. Spanish U-3002, DPA, ? (2)
b. Junior and senior high school (complete course in working knowledge of grammar); written and oral (none)
c. 12 units of 180 frames each, and slide cards (2); ? (2,160, 65.5)

a. Step by Step to Spanish, FPC, Barcus (1)
b. Elementary school grades 4-6, prerequisite—50-70 hours audio-lingual training; written (none)
c. Text (1); ? (1,968, ?)

a. You can speak, LLI, ? (4)
b. High school and adult (basic conversation); oral (Mini-Lab tape recorder)
c. 4 audio-visual flipbooks and 4 tapes (4); 100 (?, ?)

a. Spanish Program: Series I, PCI, ? (2)
b. Adult (introductory); oral and written (Teach All Machine)
c. 1 set of cards (2); ? (about 100, ?)

a. Speak and Read Essential Spanish, TAP, Pimsleur (5)
b. High school or adult (introductory conversation and some reading); oral (tape recorder)
c. Reading booklet and tapes, 13 hours (5); 30 (?, ?)

a. Spanish A, EBF, Sapon (5)
b. Junior high school to college (introductory spoken language, Castilian); oral and written (tape recorder with foot pedal and audio-active earphone)
c. 2 texts (2) and tapes, about 40 hours (4); 50-85 (6,592, 97.8)

a. Spanish B, MON, Sapon (3)
b. Junior high school to college (continuation of Spanish A with increased emphasis on reading and writing); oral (tape recorder)
c. 2 texts (1) and tapes, about 10 hours (3); 25-30 (2,300, 83.6)

a. Talking Dictionary Series: Spanish, B&H, Burget (3)
b. High school or adult (supplement to, or review, of regular course); oral (Language Master)
c. 2 texts and 2 tapes (3); ? (?, ?)

a. Spanish 4018, DPA, ? (1)
b. Junior high school (grammar compilation); written and some oral (none)
c. 1 unit of slide cards (1); ? (180, ?)

a. Spanish 4019, DPA, ? (1)
b. High school (grammar compilation); written and some oral (none)
c. 1 unit of slide cards (1); ? (180, ?)

German

a. German Grammar I, II, III, VSD, Wolff (1)
b. High school (introductory, recognition and written production of some grammar); written (?)
c. 3 texts (1); 4 (788, 197)

a. Basic German Reading, TMI, Tosti and Wilson (2)
b. Junior high school (introductory, basic grammar and some pronunciation); written and some oral (phonograph)
c. Text and 2 phonograph records (2), and also available as Min/Max machine program; 20 (3,643, 182.2)

a. German A, BRL, Ellert (4)
b. High school or college (understand, speak, read, and write simple German); written and oral (tape recorder with foot pedal)
c. 15 volumes of text (2) and 12 tapes, about 23 hours (4); 20-175 (5,050, 38.1)

a. German B, BRL, Ellert (4)
b. High school or college (continuation of German A); written and oral (tape recorder with foot pedal)
c. 2 volumes of text (2) and 14 tapes (4); 140 (4,631, ?)

a. Programmed German Grammar, Parts I and II, FPI, Tyrer (1)
b. High school (grammar); written (?)
c. 2 texts (1); ? (?, ?)

a. Talking Dictionary Series: German, B&H, Burget (3)
b. High school or adult (supplement to or review of regular course); oral (Language Master)
c. 2 texts and 2 tapes (3); ? (?, ?)

Russian

a. Writing Russian Script, MHB, Saltzman (1)
b. Junior high school to adult (reading, writing); written and oral (tape recorder)
c. 1 text and 1 tape (1); 10-20 (2,365, 157.7)

a. Basic Russian, TMI, Homme and Wilson (1)
b. Junior high school (introductory, classroom phrases, simple vocabulary); oral (tape recorder)
c. 1 text (1),15 and also available as Min/Max machine program; 18-20 (1,994, 104.9)

a. Talking Dictionary Series: Russian, B&H, Burget (3)
b. High school (supplement to or review of regular course; knowledge of Cyrillic alphabet required); oral (tape recorder)
c. 2 texts and 2 tapes (3); ? (?, ?)

Latin

a. Introductory Latin Program, LUP, Hayes (3)
b. College, 2 semesters (fundamentals of Latin in the New Testament); written, oral, or covert (tape recorder)
c. 1 text (1) and 17 tapes (3); 125 (?, ?)

a. Artes Latinae, Level One, EBF, Sweet (4)
b. Junior high school to college; written and oral (tape recorder and filmstrip projector)
c. 2 texts (1), 15 tapes (3), 5 sets filmstrip (2), 2 study prints; ? (?, ?)

a. Artes Latinae, Level Two, EBF, Sweet (4)
b. High school to college; written and oral (tape recorder)
c. 2 texts and 12 tapes (4); ? (?, ?)

Other Languages

a. Speak and Read Modern Greek, AIR, Pimsleur (4)
b. Adult (introductory conversation); oral (tape recorder)
c. Reading booklet and tapes, 10 hours (4); 18-20 (1,700, 89.5)

a. Introductory Greek Program, LUP, Hayes (3)
b. College, 2 semesters (fundamentals of New Testament Greek); written, oral, and covert (tape recorder)
c. 26 tapes (3); 125 (?, ?)

a. Modern Hebrew: Basic Reading, TMC, Leader and Bartholemy (2)
b. Elementary school (reading and writing the alphabet and some basic vocabulary); written (Min/Max Teaching Machine)
c. 2 texts (2); 17-25 (2,541, 121.0)

a. Programmed Course in Reading Thai, UMP, Anthony (1)
b. Adult (prerequisite, familiarity with phonological structure of Thai); written (none)
c. 1 text (1); 15-20 (313, 17.9)

List of Publishers and Distributors

ACC	Appleton-Century-Crofts, 440 Park Ave. South, New York, N.Y. 10016
AIR	American Institutes for Research, 410 Amberson Ave., Pittsburgh, Pa. 15232
AVP	Audio-Visual Publications, Box 5497, Roanoke, Va. 24012
B&H	Bell and Howell, 7100 McCormick Road, Chicago, Ill. 60645
BRL	Behavioral Research Laboratories, Ladera Professional Center, Box 577, Palo Alto, Calif. 94302

CPE	Continuous Progress Education, Inc., Materials Division, 281 Connecticut Ave., Wilton, Conn. 06897
CSB	Campus Shop and Book Store, Atlantic University, Boca Raton, Fla. 33432
DPA	Dav-Pro Advertising Corporation, 40 Exchange Pl., New York, N.Y. 10005
EBF	Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. 60091
FPC	Follet Publishing Co., 1010 W. Washington Blvd., Chicago, Ill. 60607
FPI	Fearon Publishers, Inc., 828 Valencia St., San Francisco, Calif. 94110
LLI	Language Labs, Inc., 4823 Fairmont Ave., Box 5999, Bethesda, Md. 20014
LUP	Loyola University Press, 3441 Ashland Ave., Chicago, Ill. 60651
MHB	McGraw-Hill Book Co., 330 West 42nd St., New York, N.Y. 10036
MON	Monopress, PO 8341, Rochester, N.Y. 14618
PCI	Publisher Co., Inc., 1106 Connecticut Ave., N.W., Washington D.C. 20006
PHI	Prentice Hall, Inc., Englewood Cliffs, N.J. 07632
TAP	Tapeway, Inc., Box 3014, University Station, Columbus, Ohio 43210
TMI	Teaching Materials, Inc., 575 Lexington Ave., New York, N.Y. 10022
UMP	University of Michigan Press, Ann Arbor, Mich. 48106
VSD	Videosonic Systems Div., Hughes Aircraft Co., PO Box 3310, Fullerton, Calif. 92634

FOOTNOTES

1. This paper is a revision and updating of an earlier presentation, "Foreign Language Programmed Materials: 1966," Modern Language Journal LI (January 1967), 7-14.

2. See for example H. L. Lane, "Programmed Learning of a Second Language," International Review of Applied Linguistics II (November 1964), 249-301, and A. Valdman, "Programmed Instruction and Foreign Language Teaching," in Trends in Language Teaching, A. Valdman, ed., (New York: McGraw-Hill, 1966), 133-158. For many useful references on all phases of this subject, see Ruth Spodak, Selected Bibliography in Programmed Instruction (Washington, D.C.: Center for Applied Linguistics, 1966), 20p. [Available from the ERIC EDRS: MF-$0.25 HC-$0.96 ED 010 878]

3. Clearinghouse for Self-Instructional Language Materials, Program Information Sheets (Washington, D.C.: Center for applied Linguistics, 1967); Carl H. Hendershot, Programmed Learning: A Bibliography of Programs and Presentation Devices (Bay City, Michigan: Carl H. Hendershot, 4114 Ridgewood Drive, 1964); and Programmed Instruction Guide, Second Edition (Newburyport, Mass.: Entelek, Inc., 1968). The interested reader should also consult, for fuller listings, Christl Fauser and Lawrence M. Stolurow, Abstract of Foreign Language Programs: Psychological and Educational Factors in Transfer of Training, Technical Report No. 7 (Urbana, Illinois: Training Research Laboratory, University of Illinois, 1965) 82p. [Available from the ERIC EDRS: MF-$0.50 HC-$3.28 ED 011 046]